**2015 Student Program Annotated Lesson Plan Template**

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| **Date:** |  | **Theme/Topic:** |  | | |
| **Age Range of Learners:** |  | **Targeted Performance Level:** |  | **Number of minutes** |  |

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| **Definition and Guiding Question** |

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| **LESSON** | **LEARNING EPISODE** |
| For the purpose of this STARTALK template a *lesson* is defined as a single learning experience typically lasting no more than sixty to ninety minutes. Learning experiences occur both in the classroom and/or in other settings. Longer blocks of time will involve several learning episodes and lesson plans. | For the purpose of this STARTALK template a *learning episode* is defined as  a learning experience that addresses a specific aspect of a learning target or can-do statement. Learning episodes typically provide a limited amount of input with time allowed for guided and independent practice. The amount of time allotted for a learning episode is approximately equivalent to the age of the learner and will rarely be more than twenty minutes. |

**Questions to Consider Before and During Lesson Planning**

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| **Do the activities in the lesson:**   * give students a reason for needing to/wanting to pay attention and be on task? * provide sufficient opportunities for understanding new words before expecting production? * provide multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent? * provide students with an authentic purpose for using words and phrases? * engage all students (as opposed to just one or two students at a time)? * vary in the level of intensity and the amount of physical movement required? * make the learner, not the teacher, the active participant? * build toward allowing students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know? * make the best use of instructional time to maximize student learning? * take an appropriate amount of time considering the age of the learner? |

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| **STAGE 1: What will learners be able to do with what they know by the end of this lesson?** |

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| **DO**  *What are the learning targets/can-do statements for this lesson?* | **KNOW**  *What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?* |
| * This is a good place to state the MODES you’ll be working to develop with your students, i.e. interpretive, presentational, or interpersonal   EXAMPLE: *Interpersonal Speaking*   * Place the can-do statements here so that you’ll know exactly what you’ll want your students to do at the end of the lesson.   EXAMPLE: *I can ask and answer simple questions about animals, likes and dislikes.*   * Make sure that the Can-Do statements describe tasks that are within the proficiency level of your students, i.e. you haven’t stated an Advanced-Low Can Do statement for a Novice-High learner. | To accomplish lesson learning targets, students have to know specific things. What are some of the things that are indispensable for the lesson to succeed in terms of vocabulary, patterns/structures, cultural concepts, etc.?  EXAMPLES:   * (Interrogative forms) Do you like…? * (Simple negation) I like, don’t like…. I really like…. I hate…. * (Expressing preference) I prefer…. * self-selected vocabulary for animals – horse, dog, cat * self-selected vocabulary for likes and dislikes – some items from story |
| **Have I clearly identified what I want students to be able to do by the end of the lesson?** | **Have I determined what students need to know in order to reach the learning targets?** |

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| **STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?** |

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| **What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?** |
| How will you know that individual students have met the learning targets for the lesson? What will count as evidence that individual students have achieved the learning target/lesson can-do listed in Stage 1? In order to be able to answer these questions, the lesson must allow for some type of check or multiple checks to verify that learning has occurred during the lesson. These learning checks establish where the learner is in the process of meeting a learning target and offer opportunities for giving feedback to the learner. For more information on assessment see [***Checking for Learning in STARTALK Student Programs***](https://startalk.umd.edu/resources/checkingforlearning)***.***  There should be a match between your Stage 1 can-do statements and the evidence you’ll be looking for. For example, if the can-do statement involves the INTERPERSONAL mode, the evidence you’ll be collecting will have to involve some sort of interaction between student(s) and other speakers of your target language.  EXAMPLE: *Students will meet and greet other students in the class to discover things they like and one thing they don’t like. They will indicate comprehension of the answer by completing an interview grid.* |
| **Is it clear how students will demonstrate that they have achieved the learning targets by the end of the lesson?**  **What will the students be required to do, say, make, or write during the lesson that will assess their learning?** |

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| **STAGE 3: What will prepare learners to demonstrate what they can do with what they know?** |

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| How will you facilitate the learning?  What activities will be used to ensure learners accomplish the lesson can-do?  What will **the teacher** be doing? What will **the students** be doing? | |
| **Opening Activity** | |
| *How can you capture the students’ energy and commitment for today’s lesson?*  Does the opening activity:   * hook the learner? * give students a reason for needing/wanting to pay attention and be on task? * connect to the activities that follow? * allow students to engage and feel successful at the start of the lesson? | Time: |
| **Learning Episode – Input** | |
| Do activities at the beginning of the learning cycle:   * provide sufficient opportunities for understanding new words before expecting production? * provide multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent? | Time: |
| **Learning Episode – Sharing/Guiding** | |
| Do activities in the middle of the learning cycle:   * provide students with an authentic (real-world) purpose for using words and phrases? * engage all students (as opposed to just one or two students at a time)? * vary in the level of intensity and the amount of physical movement required? * make the learner, not the teacher, the active participant? * build toward allowing students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know? | Time: |
| **Learning Episode - Applying** | |
| Do activities at the end of the learning cycle:   * allow students to demonstrate in meaningful and unrehearsed ways that they are able to use what they know? * allow students to demonstrate to me and to themselves that they have met the learning targets for the lesson? | Time: |
| **Pacing** |  |
| Do all activities:   * make the best use of instructional time to maximize student learning? * take an appropriate amount of time considering the age of the learner? * provide variety to enable a lively pace for the lesson? | Time: |

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| **Materials needed for this lesson** |

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| * Do I have the materials I need to support my learning targets? * Are the materials age-appropriate? * When possible, are the images and texts that I will use authentic? |

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| **Reflection/Notes to Self** |

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| * What were learners able to do, as a result of the lesson, that they couldn’t do at the start of the lesson? * Was the lesson cognitively engaging and of interest to the learners? |